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ABSTRACT

This occupational skills learning module on adapting and planning for the future is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into six sessions: (1) forecasting the future of work, (2) adapting to the future of work, (3) outlook toward the future, (4) designing a future, (5) planning your life goals, and (6) adapting to future change. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., adjusting to work situations); notes on the importance of session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

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ED162145

CE 018 568

Methods And Materials For Teaching

Occupational Survival Skills

Adapting and Planning for the Future

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ADAPTING AND PLANNING FOR THE FUTURE

Methods and Materials for Teaching Occupational Survival Skills

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1978

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Robert E. Nelson
Project Director

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Module Tests

The twelve Occupational Survival Skills Modules are not numbered. Instructors are encouraged to use Modules in any order that best fits their needs.

Adapting and Planning for the Future

"Well Juan, if you can't start as executive vice-president...any other ideas?"

Module Objective:

Students will have an opportunity to become aware of how the future can affect their work survival and satisfaction.

Topic Outline:

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Adapting and Planning for the Future: Overview

Many people do not plan ahead because they believe that the future is uncertain. Yet, planning is important for persons who want to be successful in their careers. Each year the world is changing at a faster rate. Although we do not know for certain what the future holds, we can prepare ourselves by becoming aware of changes occurring in the present. We can then get some idea of what changes might occur several years from now. These changes will affect our lives.

In the future, workers may be affected by:

population changes,
medical and scientific advances,
environmental changes,
increased knowledge, and
economic, political, and social changes.

Although these changes may not affect workers directly, the indirect effects may be dramatic. For example, medical advances which are lengthening our lives may create a need for more occupations that serve older people. An emphasis on a clean environment may cause auto workers to become unemployed; the same emphasis might also create new occupations in the environmental protection field.

Occupations that are common today may not exist twenty years from now. Likewise, occupations that do not even exist today will become common in the next twenty years. Workers may change jobs many times during their working careers as occupations become out-of-date and new occupations emerge.

Although planning for the future may be difficult, workers need to do so, so they may:

be successful in their jobs,
gain satisfaction from their work, and
adapt to changes as they occur.

Some people believe that the future is already fixed, so there is no use in planning. Others believe that the future is purely a matter of chance, so they depend on good luck. Others believe that they have complete control over

their future. Actually, none of these ideas alone is correct. By combining all three ideas, however, people can plan for the future in a practical and flexible way. Some future events are beyond our control, but we can control some aspects of our lives.

Looking into the past is much easier than looking into the future. Perhaps people can learn some things about the future by examining the past. However, when people plan for the future, they must consider their

needs,
goals,
interests,
talents, and
weaknesses.

Through planning, workers can set goals which can help them enjoy and cope with the future. The activities in this module emphasize the importance of thinking about the future and provide guidelines for making future plans.

SESSION ONE

TOPIC: Forecasting the Future of Work

OBJECTIVE: By responding to and discussing a questionnaire about the future, students will become aware of how changes can affect work situations in the future.

SURVIVAL SKILLS EMPHASIZED:

- Adjusting to work situations
- Having specialized training
- Using imagination
- Understanding written information
- Basic writing skills

IMPORTANCE: The world of work is changing rapidly and will change at an even faster rate in the future. Students need to view work as a part of their lives which will change as the rest of the world changes. Tomorrow's workers will need to be able to adapt to change at a faster rate than ever before. The first step in being able to adapt to change is to become aware of change.

MATERIALS AND EQUIPMENT: Student Worksheet #1 - Forecasts for the World of Work Beyond the Year 2000.

ACTIVITY: Forecasts for the World of Work Beyond the Year 2000*

1. Distribute Student Worksheet #1 - Forecasts for the World of Work Beyond the Year 2000.
2. Read the directions for completing the worksheet to the students before they begin.
3. Have students complete the worksheet.

* Adapted from "Forecasts for the Year 2000," Intercom #77, Winter 74/75, p. 31. Reprinted with permission.

FOLLOW-UP: 1. Class discussion can be generated for each statement by:

- asking how many students approve or disapprove of each statement and having students give reasons for their responses.
- asking how many students believe the prediction will or will not happen and having students give reasons for their responses.

2. Have the class make additional predictions and explain how these predictions might affect workers.

Student Worksheet #1 Forecasts for the World of Work Beyond the Year 2000

Each statement below describes a possible condition after the year 2000. For each statement, place a check (✔) in one of the left-hand columns to show whether you APPROVE or DISAPPROVE of the condition.

On the right-hand side, place a check (✔) in one of the columns to show whether you think the forecast WILL HAPPEN or WILL NOT HAPPEN. Be prepared to explain the reasons for your responses.

Approve	Dis-approve	FORECASTS: BEYOND THE YEAR 2000	Will Happen	Will Not Happen
		1. The population of the U.S. will increase much more slowly, so fewer young people will be seeking work. As a result, workers will not retire until age 75.		
		2. People will live longer as a result of advances in medicine and health care. Workers will be needed in health care nursing homes and leisure services for older people.		
		3. Millions of people will be dying of hunger in some countries where the population has increased faster than the ability to produce food. The U.S. will again become mainly an agricultural country with the task of feeding the world. The number of jobs in agriculture will increase dramatically.		
		4. Since pollution is increasing, jobs in the environmental protection field will be plentiful. Workers in this field will be highly respected.		
		5. Many natural resources such as oil, natural gas, and metals will be almost exhausted. People who have worked in industries which depend on these resources will become unemployed.		
		6. Most of the energy used in the U.S. will be produced in nuclear power plants. Many jobs will be available in the field of nuclear power, especially providing security and protection for these plants.		

Approve	Dis-approve	FORECASTS: BEYOND THE YEAR 2000	Will Happen	Will Not Happen
		7. People will become more concerned with helping other people than making money.		
		8. Robots and other machines will be used to do all heavy physical labor, so fewer people will be working in factories. Instead, more people will be working in service industries.		
		9. Workers who enter the work force in the year 2000 will change jobs at least twenty times before they retire. Since jobs will become out of date very quickly, workers will have to plan for a series of different jobs during their careers.		
		10. Approximately two-thirds of the jobs which will be available in the year 2000 do not exist today. Since many workers do not have the necessary job skills, unemployment will be the nation's biggest problem.		
		11. Oceans will become an important source of food and minerals. Workers will spend great amounts of time under water, and may even live there.		
		12. Many jobs will be available on space stations and in the field of space transportation, communication, and weather control.		
		13. People will have large amounts of free time. Jobs will have to be created to prevent people from becoming bored.		
		14. Workers will be given leaves of absence from one to four months every year to update their skills and knowledge.		
		15. Seniority will no longer be used to determine job promotions. Only workers who have current skills and knowledge will remain employed.		
		16. Ninety percent of the U.S. population will be living in 50 cities. These cities will need large numbers of workers to handle urban problems such as crime and transportation.		
		17. A world wide business language will be created and all workers will be required to use it.		

SESSION TWO

TOPIC: Adapting to the Future of Work

OBJECTIVE: Students will understand the importance of adapting to future changes in the world of work.

SURVIVAL SKILLS EMPHASIZED:

- Working as a team member
- Understanding written information
- Using imagination

IMPORTANCE: Once students have become aware of change in the world of work, they may begin to plan ways they can adapt to future change. In order for workers to survive on their jobs in the future and gain satisfaction from their work, they must be able to adapt to change.

MATERIALS AND EQUIPMENT: Student Worksheet #2 - Adapting to the Future of Work.

ACTIVITY: Adapting to the Future of Work

1. Divide the class into groups of approximately five students each.
2. Distribute Student Worksheet #2 - Adapting to the Future of Work to the students.
3. Read the directions for completing Student Worksheet #2 to the students before they begin.
4. Have each group of students discuss their ideas and complete the worksheet.

FOLLOW-UP: 1. Ask each group to present its conclusions to the class for discussion.

2. The instructor might have several students prepare a composite worksheet which would summarize all of the group worksheets. The results could be written on the chalkboard and discussed by the class.

3. Ask the students what each event on the worksheet would mean in terms of work.

4. Ask the students how they could prepare themselves now or in the near future to adapt to these changes.

5. Ask the students to develop a list of additional events that could occur in the future which would affect workers. This list can be developed by the entire class or in small discussion groups. Ways which workers could adapt to these future changes should be included for each additional event.

Student Worksheet #2 Adapting to the Future of Work

Below is a list of possible events which could affect workers in the future. Treat each event as though it will actually occur sometime in the future. Decide as a group in what year you think the event will happen, and what workers can do to either adapt to or prevent the event. Discuss your ideas, and complete the worksheet as a group. Be prepared to present your conclusions to the class.

EVENT	YEAR EVENT WILL OCCUR	HOW CAN AFFECTED WORKERS ADAPT TO OR PREVENT THIS EVENT?
1. Retirement age is raised to 75		
2. Retirement is required at age 35		
3. Increase in the number of agricultural jobs		
4. All factory jobs are replaced by machines		
5. Computers make all management decisions		
6. Natural resources are completely exhausted		
7. Material possessions are not important to workers		
8. The work week is cut to twenty hours		
9. All jobs become out of date every five years		

EVENT	YEAR EVENT WILL OCCUR	HOW CAN AFFECTED WORKERS ADAPT TO OR PREVENT THIS EVENT?
10. Oceans are a primary source of food and minerals		
11. Thousands of job opportunities are available on space stations orbiting the earth		
12. All workers are employed by companies owned by the government		
13. Promotions are based totally on worker performance		
14. Most of an individual's time is spent in leisure activities		
15. All workers live in huge metropolitan areas but work outside these cities		

SESSION THREE

TOPIC: Outlook Toward the Future

OBJECTIVE: After discussing three views of the future and writing paragraphs describing their roles in the future of work in the year 2000, students will recognize the need for planning for the future.

SURVIVAL SKILLS EMPHASIZED:

- Understanding written information
- Knowing your strengths and weaknesses
- Using imagination

IMPORTANCE: Most workers do not take the time to plan for the future because they have difficulty thinking in terms of the future. If workers are to be successful in their careers, they must be able to plan for their future and be able to adapt to the changes which will occur. The first step in planning for the future is to begin thinking in terms of the future. Recognizing and defining the nature of the future will help establish an attitude which emphasizes control of one's own future. Technological and societal changes and advancements will require workers to create their own future as well as adapt to change.

MATERIALS AND EQUIPMENT:
Student Worksheet #3 - Views of the Future
Transparency #1 - Three Views of the Future
Overhead projector

ACTIVITY: Views of the Future

1. Distribute Student Worksheet #3 - Views of the Future.
2. Ask for volunteers to read the views aloud to the class. Use Transparency #1 to illustrate the different views.

3. Ask the students which view best describes their idea of the future.

   - View A

     The first view says that much of what we do is determined by circumstances beyond our control. Our individual futures are fixed and there is nothing we can do to change them.

   - View B

     The second view says that by looking ahead, being cautious and determined, we can choose and achieve the future we want.

   - View C

     The third view says that there is a strong element of chance in everything that happens and a wise person learns to take advantage of the good breaks in life.

4. Ask the students which description is the most "realistic."

5. What are the consequences for a worker who believes one description instead of the other?

   - Workers who believe they have no control over their future (View A) will likely:

     a. have unclear ideas of their career goals

     b. be unprepared to move into another position if their jobs become out of date

     c. advance on a job only through seniority

   - Workers who believe they can create any future they desire for themselves (View B) will likely:

     a. plan their careers very carefully

     b. be prepared to move into another position if their jobs appear to be becoming out of date

     c. regularly advance in a career as a result of planning and a high level of performance

     d. be unprepared for unlucky events because they will not have alternative plans

- Workers who believe everything that happens is a matter of chance (View C) will likely:

  a. fall into their careers by accident, with little planning

  b. advance in their careers only by taking advantage of lucky breaks

  c. adapt to only the changes brought by good or bad luck

6. A realistic view of the future combines parts of all three views. Some events, such as earthquakes and other events of nature, simply cannot be controlled. Luck or chance may play a part in determining the future, so a wise person will be prepared to take advantage of good luck and also prepare to survive bad breaks. People do have some control over their futures and can make the most of their careers by planning ahead yet being flexible.

FOLLOW-UP:

1. Have the students write a paragraph which they believe describes the future of work in the year 2000. These descriptions might include such things as types of jobs, hours worked per week, salaries, working conditions, etc. Each student should then be given an opportunity to read his or her paragraph to the class. A comprehensive list of different items included in these descriptions might be written on the chalkboard as each description is read.

2. Remind students that they will be an active part of the work force in the year 2000. Have the students write a paragraph describing how they will fit into the future of work which they have described, or describing a day in their work life in the year 2000.

Student Worksheet #3 Views of the Future

Read each of the following different descriptions of the future and decide:

1. Which description best describes your idea of the future?

2. Which description is the most realistic?

3. What are the consequences for a worker who believes one description instead of the others?

VIEW A

The future is like a great superhighway with no signs to guide travelers and no exits. We speed along, having little idea of where we are going; we can see only about a mile or two ahead. Actually, it doesn't really matter what is ahead, since we can do nothing to change it. We are securely fastened into our seats, and we cannot speed up or slow down. All we can do is look at the scenery as we pass.

VIEW B

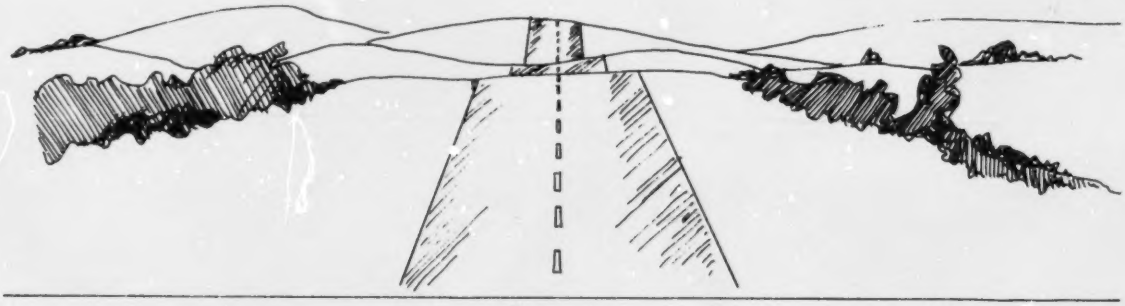
The future is like the vast world of outer space. There are millions of planets and moons to which we can travel. Well trained astronauts who have good space ships can travel almost anywhere they want. We must plan ahead to stop at space stations for supplies and refueling and we must keep a sharp lookout for unusual conditions. We may travel in unknown areas if we take extra precautions. If we use our skills wisely and plan ahead, we will arrive safely at our destinations (unless we are unexpectedly attacked by beings from another planet or by some unknown cosmic force).

VIEW C

The future is like a huge gambling casino in which we go from game to game, playing the odds. We are constantly winning and losing. We have little control over anything, for we are locked into the casino and there is no way out. All we can do is to hope that good luck comes our way and to play the games which seem to have the best odds.

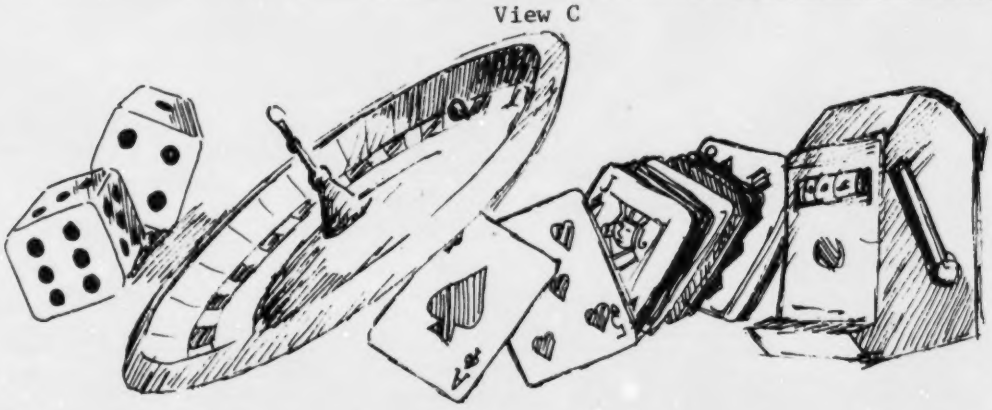
Transparency #1 Three Views of the Future

View A



View B

View C



SESSION FOUR

TOPIC: Designing a Future

OBJECTIVE: By developing a life line for the past and future, students will begin developing a tentative career plan.

SURVIVAL SKILLS EMPHASIZED:
- Adjusting to work situations
- Using imagination
- Making independent decisions

IMPORTANCE: Workers who plan for the future will probably enjoy job survival and satisfaction. In order to adapt to changes in their work environment, workers need to be prepared for changes, including opportunities and misfortunes.

MATERIALS AND EQUIPMENT:
Student Worksheet #4 - Life Line - Past
Student Worksheet #5 - Life Line - Future

ACTIVITY: Life Line*

1. Distribute Student Worksheet #4 - Life Line - Past. Using the sample Life Line as a guide, have students develop their own life lines. They should indicate all important events in their lives, such as school, family changes, moves, trips, awards, and interests.

2. After the students have completed their life lines to the present, distribute Student Worksheet #5 - Life Line - Future. Have them develop a similar life line representing the time from the present to death. Items which might be included in this life line are:

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* Adapted from Maryville College Project on Futuristics, David P. Young, Director.

- career goals
- career changes
- moves to different locations
- type of work
- family changes
- retirement

FOLLOW-UP: 1. Ask the students which life line was easier to develop. Most students will find the line pertaining to the past easier to develop. Explain to the students that most people have difficulty thinking in terms of the future. However, those workers who set goals for the future and have outlined possible directions for their lives are better able to take advantage of opportunities that arise. They are also better prepared to cope with "bad breaks" that occur. People who set goals are actively participating in creating their own future.

- Planning and setting goals gives direction and purpose to life.
- Goals should be flexible and may be changed.
- People who make a habit of making and reviewing their goals will be better prepared for the future if they actively work toward achieving their goals.

2. Ask the students to number on a sheet of paper from one to ten. Then ask students to respond to each of the following questions. After each question have the students put down whatever age comes into their mind.

What age comes to mind when you think of:

- your first "good" job?
- your first promotion?
- making "a lot" of money?
- saving $10,000?
- working in a position with responsibility?

- being responsible for supervising other workers?
- changing jobs for the last time?
- your retirement?

3. Ask students to review their future life lines. Using their responses to the questions above, have them develop their life lines further with respect to their careers. (A new life line may need to be developed.) The following questions may help in developing this career line:

   - What type of work do I want to be doing next year, in five years, in ten years, in twenty years?
   - What must I do in order to achieve my primary goals?
   - What additional goals should I have in case I don't (or can't) achieve my primary goals?
   - What can I do in the next year to start working toward my goals?

4. To conclude the activity, tell students that during the next session they will focus on the process of setting goals in greater detail.

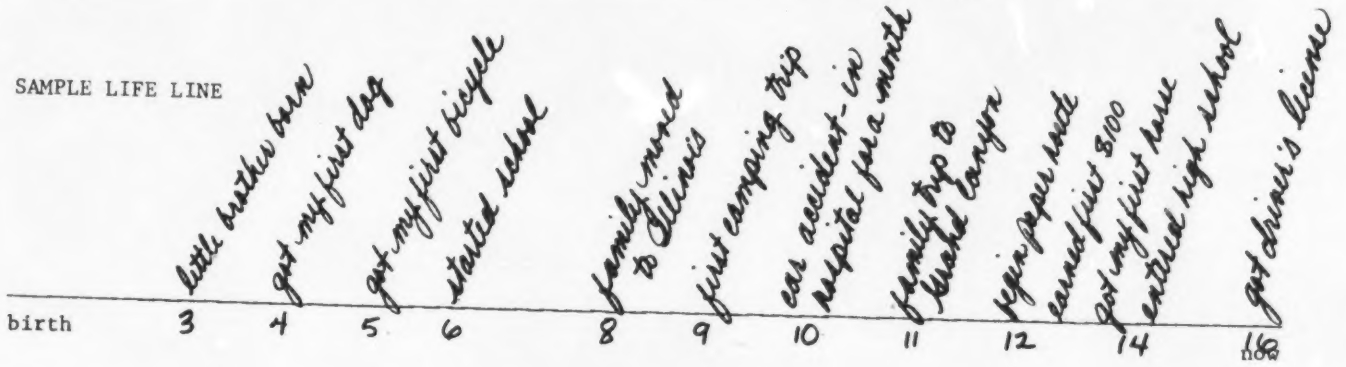
NOTE: In preparation for SESSION FIVE, the instructor may wish to assign Student Worksheet #6 - Life Goals as an out-of-class project. Students may find it helpful to refer to Student Worksheet #5 - Life Line-Future while completing the Life Goals Worksheet.

Student Worksheet #4 Life Line - Past

The sample life line below represents the life of a person from birth to the present time. The numbers below the line represent the age of the person. Important events, such as school, family changes, moves, trips, awards, and interests are written above the age at which they occurred.

On the bottom line, make your own life line. Write in any events in your life you consider important. Underneath the line, write in the age at which the events occurred.

SAMPLE LIFE LINE



birth

now

Student Worksheet #5 Life Line - Future

Now that you have developed a Life Line from your birth until the present, begin thinking about your future. Develop another life line to represent the time from right now until your death. Some events you might wish to represent on your Life Line are career goals and changes, moves, family changes, and retirement. A sample is given below.

now

death

SESSION FIVE

TOPIC: Planning Your Life Goals

OBJECTIVE: By stating their goals for the future, students will begin to develop ideas concerning their career plans.

SURVIVAL SKILLS EMPHASIZED:

- Knowing your strengths and weaknesses
- Making independent decisions
- Using initiative
- Having specialized training
- Adjusting to work situations

IMPORTANCE: Because thinking about the past is usually easier than thinking about the future, many people have difficulty in setting goals and planning for the future. Most people have only a general idea of what kind of future they want. In order to achieve what they want in the future, students should begin to set goals and develop strategies for achieving these goals.

MATERIALS AND EQUIPMENT:
Student Worksheet #6 - Life Goals
Student Worksheet #7 - Rating Your Life Goals

ACTIVITY: Life Goals

1. Explain reasons for setting specific goals when planning a career:

   - Sometimes people confuse their goals with their wishes. A wish is simply a desire or a dream. However, a wish can become a goal if a person actively works toward attaining it.
   - By having your goals clearly in mind, you can decide how important each of these goals is to you.
   - By setting specific goals, you can begin to plan steps for achieving them.

- By writing down your goals you will be able to compare them, so you can become aware of conflicts which may exist between your goals.

2. Ask students to select ten of their goals from Worksheet #6 which they consider the most important to them. They should select at least one goal from each of the four categories on Worksheet #6.

3. Distribute Student Worksheet #7 - Rating Your Life Goals. Have students list their selected goals on Worksheet #7 - Rating Your Life Goals in order of importance. They should list the goals they consider most important first, and the goals they consider least important last.

4. Explain to students how to complete the DIFFICULTY column on the worksheet.

   - Use the following scale to rate the difficulty of achieving each of your goals.

     3 - I will have to work very hard to reach this goal.

     2 - I can reach this goal if I work at it.

     1 - I can reach this goal fairly easily.

5. Explain that each goal a person wants to achieve may have an effect on that person's other goals.

   - A goal may CONFLICT with another goal or goals. For example, suppose one of a person's work goals is to own a farm, and the same person has a non-work goal to take long vacations and do a lot of traveling. These two goals may conflict, because a farm requires daily care.

   - A goal may have little or no effect on other goals.

   - Working toward achieving one goal may HELP a person achieve another goal. For example, a person may have a learning goal to complete a training course in heating and air conditioning. Working toward this goal could help the person to work toward a work goal of starting a repair and installation business in heating and air conditioning.

6. Explain to students how to complete the EFFECT ON OTHER GOALS column on the Worksheet.

   - If the goal is likely to conflict with other goals on your list, write CONFLICT in the column.

- If the goal will probably have no effect on your other goals, write NONE in the column.
- If working toward a goal will probably help you achieve another goal, write HELP in the column.

FOLLOW-UP:

1. Have students use a separate sheet of paper to explain briefly why some of their goals conflict.
2. Ask students to share some of their goal conflicts. Have the rest of the class make suggestions about how the conflicts can be resolved. Some guidelines which students may consider are:
   - Which of the conflicting goals is most important?
   - Which of the conflicting goals will be more difficult to attain?
   - Can one of the conflicting goals be changed in order to eliminate or reduce the conflict?
3. To conclude the session, have students respond to the following questions either in writing or aloud:
   - What can you do now to move toward your goals?
   - What information do you need to work toward your goals? Where can you find this information?
   - Who can help you achieve your goals?
   - How did you decide which goals are most important to you?
   - Which of your goals do you think you should work on first?

Student Worksheet #6 Life Goals

Fill in five of your own goals in each of the following sections.

A. Work Goals - What kind of work do you want to do? Name specific career areas or names of occupations.

GOALS
1.
2.
3.
4.
5.

B. Personal Relationship Goals - What kinds of relationships do you want with your friends, parents, co-workers and others? For example, do you want to be married, to have children? How many close friends do you want?

GOALS
1.
2.
3.
4.
5.

C. Non-Work Goals - What types of free time activities do you want to pursue? What interests do you want to develop? What kinds of vacations do you want to take?

GOALS

1.
2.
3.
4.
5.

D. Learning Goals - What would you like to know more about? What skills do you want to develop?

GOALS

1.
2.
3.
4.
5.

Student Worksheet #7 Rating Your Life Goals

Select the ten goals you consider most important from Worksheet #6. Then decide which of these ten goals is the most important, and write it beside number one below. Write your second most important goal beside number two, and so on. For now, ignore the two right-hand columns.

GOALS	DIFFICULTY	EFFECT ON OTHER GOALS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Now that you have finished writing your ten most important goals in the order of their importance to you, go back and rate the DIFFICULTY of achieving each of your goals according to the following scale:

3 - I will have to work very hard to reach this goal
2 - I can reach this goal if I work at it
1 - I can reach this goal fairly easily.

After you have finished rating the difficulty of achieving your goals, complete the EFFECT ON OTHER GOALS column, as follows:

If the goal is likely to conflict with other goals on your list, write CONFLICT in the column.
If the goal will probably have no effect on your other goals, write NONE in the column.
If working toward the goal will probably help you achieve another goal on your list, write HELP in the column.

SESSION SIX

TOPIC: Adapting to Future Change

OBJECTIVE: After reading and discussing the case study, students will understand the importance of developing flexible career plans to allow for future changes in their lives and work.

SURVIVAL SKILLS EMPHASIZED:

- Knowing your strengths and weaknesses
- Loyalty to organization
- Locating information
- Specialized training

IMPORTANCE: Workers need to plan the future in order to be successful and satisfied. However, plans for the future must be flexible enough to allow workers to make adjustments as changes occur. A rigid plan, which workers feel they must follow at all costs, will be of little value in a constantly changing work and social environment. Successful and satisfied workers are able to adjust their plans to take advantage of opportunities and to avoid serious problems.

MATERIALS AND EQUIPMENT: Student Worksheet #8 - Chris Grabowski - What Can He Do?

ACTIVITY: Chris Grabowski-What Can He Do?

1. Divide the class into groups of at least three students each.
2. Distribute Student Worksheet #8 - Chris Grabowski - What Can He Do? to the class.
3. Have each group read the case study and discuss the questions following the case.

FOLLOW-UP:

1. Have each group present a summary of its discussion to the class.

2. Possible responses to the questions following the case are:

- Question 1--Has Chris lost control of his career plan? Give a reason for your answer.

  Chris has not lost control of his career plan, but he does need to evaluate his progress up to now and make adjustments according to current circumstances. Any career plan must be flexible to allow for change in the work environment.

- Question 2--What changes are affecting Chris' career plan?

  Chris now has the responsibility of providing for a family which he did not have when he originially planned his career. Additionally, his wife has not been earning money, so that his family expenses have increased while his family income has decreased. Chris has also discovered that he needs to update his skills even though he graduated only four years ago.

- Question 3--What is the future potential of his work?

  Although predicting the future for appliance repair is difficult, Chris' skills are clearly becoming outdated. This will be the trend in many skilled occupations in the future. The future of the service industries as a whole is bright, but all workers will need to update their skills continuously.

- Question 4--What suggestions do you have for Chris? Be specific.

  The class may suggest several possibilities for Chris. Updating his skills should be a primary concern for Chris if he decides to stay in the field. Chris should also let the owner know that he is updating his skills. By keeping his skills current, Chris becomes a more valuable worker. Therefore, he would be justified in asking for a raise in pay to help him meet his family expenses.

Student Worksheet #8 Chris Grabowski - What Can He Do?

Since Chris Grabowski graduated from high school four years ago, he has been working as an appliance repairman. He learned his skill in a vocational program while in high school and on the job. Currently, Chris earns $150 a week and works 8-5 Monday through Friday. He gets a two-week paid vacation in the summer.

While a senior in high school, Chris had developed a plan for his future in the appliance repair business. His goal is to own his own appliance repair business. Since graduation, Chris has progressed according to his plan with no major set-backs.

Chris likes his work very much. He is the only employee in a small appliance repair business besides the owner-manager who is 55 years old. Chris has been assured by the owner that he will some day take over the business. The working conditions are okay, but Chris gets tired of doing the same thing all of the time. He is not able to work on the newer machines since he has not learned the new electrical systems by which they operate. The owner has been considering hiring another employee who has this skill. But, all in all, Chris is pleased with the skill he has developed and enjoys his work.

On the personal side, Chris got married two years ago to Linda, a girl he had known for several years. Three months ago they had a baby girl. Linda gave up her job shortly before the baby was born, and now plans to devote her time to homemaking. Chris is feeling the pinch of increased family expenses and his wife's not earning money. His salary is no longer enough to provide the kind of life he wants for his family. He needs to find a way to make more money.

Until recently, Chris thought that nothing could keep him from reaching his career goals. He is now beginning to wonder if he has any control of his own future.

Questions

1. Has Chris lost control of his career plan? Give a reason for your answer.

2. What changes are affecting Chris' career plan?

3. What is the future potential of his current job?

4. What suggestions do you have for Chris? Be specific.

Resources for Teachers

BOOKS, ARTICLES, AND ACTIVITIES

Adams, James, and Adams, Margaret, *The Game of Future Shock*, available from the World Future Society, 4916 St Elmo Avenue, Washington, D.C. 20014.

A game designed to familiarize players with the "future shock" concept advanced by Alvin Toffler. The game is fairly simple and focuses on the future of an individual (marriage, childbirth, travel, retirement, new cars, etc.). The object of the game is for a player to get from Start to Finish collecting as much "stability" as possible.

Campbell, David, *If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else*, Argus Communications, Niles, IL, 1974.

Deals with personal growth in attempting to plan for the future. Life is viewed as a "pathway to somewhere" in which goals are steps along the way. Emphasizes the dynamic nature of life and the importance of keeping options open. Deals with choice of occupations, planning for specific time spans, and the skills needed to follow certain "pathways."

Ford, George A., and Gordon, L. Lippitt, *Planning Your Future: A Workbook for Personal Goal Setting*, University Associates, Inc., La Jolla, California, 1976. 49p.

A workbook designed for use by individuals, couples, or small groups. It is divided into three planning sessions containing a total of fourteen tasks entitled: (1) lifeline, (2) looking at goals and objectives, (3) examining your broad life goals, (4) the importance of goal clarity, (5) taking a first step, collaboration in goal attainment, (6) where you are now, (7) looking at your future, (8) guidelines for personal goals, (9) life inventory, (10) reinforcements to aid in goal setting, (11) life planning and the family life cycle, (12) family analysis and life goals, (13) project development, and (14) making the decision. Each planning session contains a narrative to lead up to the tasks and is designed to take about one hour to complete.

Kauffman, Draper L. Jr., *Teaching The Future: A Guide to Future-Oriented Education*, ETC Publication, Palm Springs, California, 1976.

A practical handbook for classroom teachers interested in future-oriented education with an emphasis on teaching methods and resources. The book begins with the rationale for future-oriented education and a discussion of the objectives of a future-oriented curriculum. Part II contains 22 exercises on ways of thinking about the future, each of which has been successfully used or adapted by teachers in a wide range of grade levels and classroom settings. Part III presents two longer exercises, aimed at senior high school students.

Koehler, George E., *Futuribles*, available from the World Future Society, 4916 St Elmo Avenue, Washington, D.C. 20014.

A game consisting of a box of 288 cards, which can be used in a wide variety of ways. Each card shows a forecast in such categories as religion, housing, communications, learning, etc. This game is designed to help people get acquainted with future possibilities, share their feelings about the future, and clarify their own values regarding the future.

AUDIO VISUAL RESOURCES

Get That Job: Keeping Up With the Changing World, available from the University of Illinois Audio Visual Service, Urbana, IL 61801. Request film number 55017. (15 minutes)

On-the-job interviews with men and women who are part of the changing job scene reveal information about how the world of work is changing and what is being done to help people adjust to it. Explains that new technology eliminates jobs, especially unskilled ones, but that it also creates new positions for which training is required.

People At Work: How Jobs Change, available from the University of Illinois Audio Visual Service, Urbana, IL 61801. Request film number 55283.

Three realistic case histories illustrate the results of changes in production techniques and consumer demands. A food products factory whose business has tripled, an answering service losing business to telephone answering machines, and a worker who learns computer skills and moves into an expanding department are examples of how new technological developments cause continual shifts in the job market.

Strategies for the Future, available from the University of Illinois Audio Visual Service, Urbana, IL 61801. Request film number 54671.

How many kinds of information are pertinent to choosing a job? What are some of the new career possibilities and their implications for the person who chooses them? Interviews with Buckminster Fuller and George B. Leonard as well as with a young wood craftsman, an aquanaut, a career guidance counselor, and a Zen priest explore answers.